REF2021

Institution: University of Dundee
Unit of Assessment: UoA20 Social Work and Social Policy
1. Unit context and structure, research and impact strategy

1.1 Context and Structure

UoA20 is an interdisciplinary Unit that contributes significantly to the University of Dundee's vision of ***Transforming lives, locally and globally***. It comprises 12 Category A staff (11.2 FTE) and one Category B. The Unit is situated primarily in the School of Education and Social Work (ESW) with one colleague (**Rodriguez**) incorporated from the Dental School.

We have made significant progress on our strategic objectives from 2014:

- 100 per cent of research-active staff returned to REF2021, all with doctorates;
- All researchers are actively publishing and increasingly embracing audiences beyond traditional peer-reviewed outlets;
- Greater alignment with institutional culture of innovation and interdisciplinarity;
- Significant growth in the postgraduate research (PGR) community, adding vitality and sustainability, with 20 completions compared to 3 in the previous assessment period;
- Increased engagement with stakeholders both face-to-face and latterly through digital channels, feeding **impact** through policy and practice outcomes.

Major university restructuring in 2015 resulted in the creation of 10 academic Schools and greater clarity on institutional research priorities. Promoting greater connectivity across the University has enabled UoA20 to consolidate our strengths and build capacity through recruitment of both internationally established and exciting early career researchers (ECRs) in our priority areas. We have built upon existing areas of strength, developed and revitalised others, whilst withdrawing from areas where we could not sustain excellence.

1.1.1 Structure

The Unit's research is organised into two thematic groups, namely, ***Peripheries*** (led by **Campbell** and **Fernandes**) and ***Practice*** (led by **Smith**). The Unit sits within the **Institute of Social Sciences Research (ISSR)** and its five research themes. These, in turn, connect wider University strategy and interdisciplinary themes (see Figure 1 and REF5a). Both themes are producing world-leading and internationally excellent outputs, attracting research funding, and have a strong emphasis on impact that transforms lives, locally and globally.

The Peripheries Research Group

Peripheries focuses on marginalised groups and perspectives – disability, marginal, incarcerated, or displaced persons and territories, especially in the global South. *Peripheries* incorporates activist, theoretical and policy studies, taking a truly global perspective.

Since 2014, and staffing changes associated with the retirement of Hogg, the Unit has embraced a wider framing of ***Disability Studies***. Building from our established strengths in learning disability, the Unit has shifted towards interdisciplinary challenges and methodologies drawing from sociology, law, philosophy and social policy. The effectiveness of this strategy is evident from our excellence in four particular areas: theoretical aspects of disability (**Campbell, Simpson**), political and social policy issues (**Mladenov**), culture (**Campbell, Levy, Simpson**), and service provision (**Levy**, **Mladenov**).
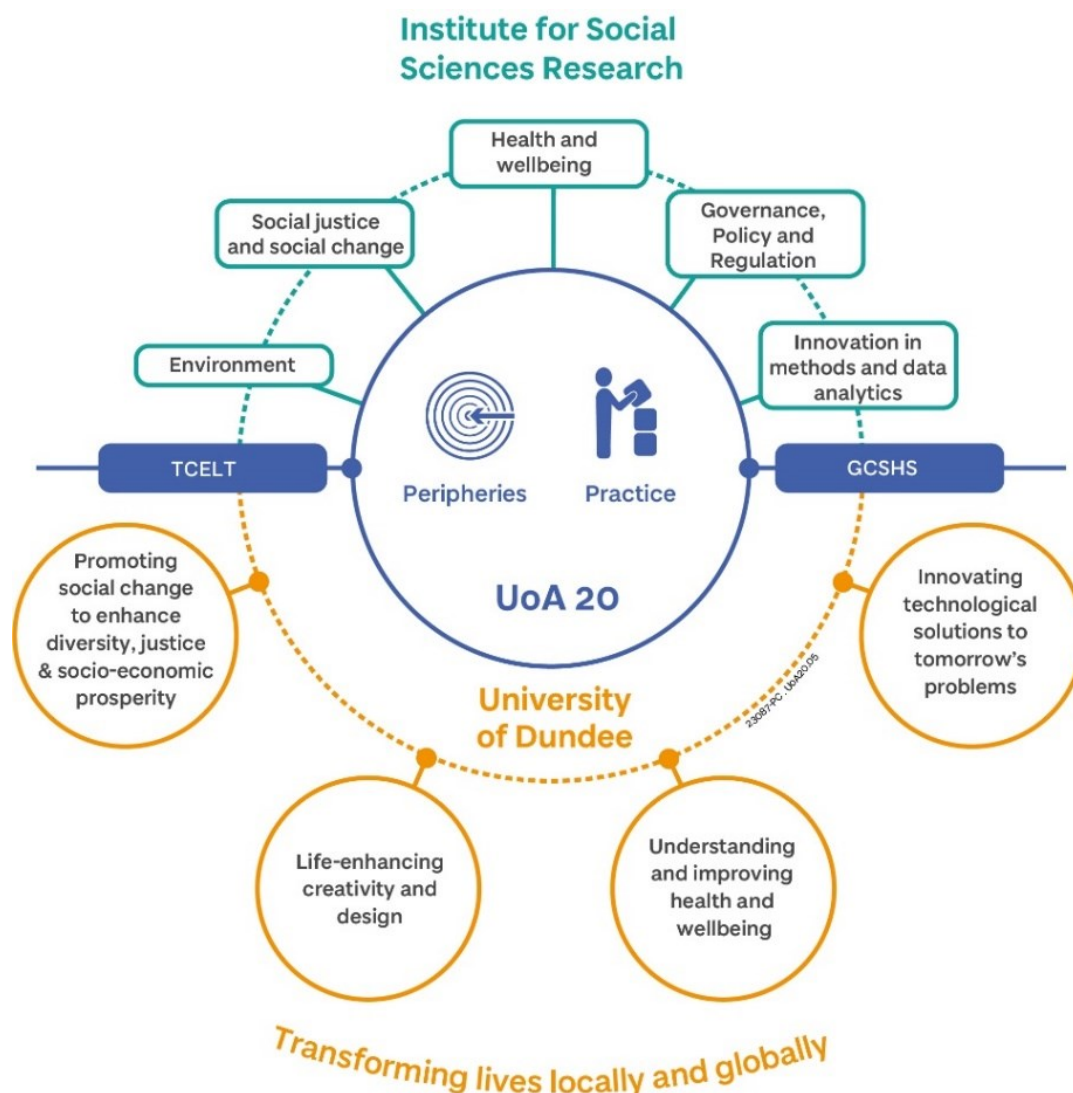
Figure 1: Organisational structure of Unit themes, ISSR and University interdisciplinary themes.

Peripheries research contributes to the University's interdisciplinary themes of **Social justice**, and **Health and wellbeing**. **Fernandes**, for instance, has led on a number of key national and international projects working alongside various groups – impoverished communities, LGBT prisoners, homeless people, exploring these key issues of justice and well-being. This has included the ground-breaking international work on homelessness and health (**Rodriguez** and **Fernandes**, see ICS2). ICS2 links *Peripheries* to the ISSR areas of *Social justice and change* and *Health and wellbeing*, exemplified by the commissioned review of Health and Social Care in Scotland's prison estate (**Fernandes, Campbell** and **Levy**).

The Practice Research Group
Practice considers the nature of contemporary professionalism and the need to educate new professionals to be comfortable in working with complexity. This, in turn, asks questions about current teaching practices, with an emphasis on applying theory to practice within a tightly regulated, codified and evidence-based context, which may actually be inadequately preparing students for an increasingly fluid world. This has resulted in a programme of activities under the leadership of **Smith**, another strategic appointment in 2017. *Practice* incorporates **Fenton's** important contributions to our understanding of students' attitudes towards politics and the political

aspects of practice and **McCulloch's** work on the future of Social Work education in Scotland (see ICS1). ICS1 links *Practice* directly to the ISSR focus of *Governance, policy and regulation*, and indirectly to *Social justice and social change*, and *Wellbeing*, as well as to the University's priority of progressive **Social change** and **Health and wellbeing.**

Practice has become the natural vehicle for staff to transition from initial appointment on Teaching and Scholarship (T&S) contracts to being independent researchers in Teaching and Research (T&R) roles. The area is by nature interdisciplinary, creating exciting collaborations with staff from UoA23, e.g. **Smith** with Duncan Mercieca and Daniela Mercieca, and **Levy** with Barrable and Ward. **Kelly**'s work on Health and Social Care for older people has produced some equally interdisciplinary work, including several funded projects looking at the experiences of older people, particularly people with dementia. **Maycock's** work on prison officers and LGBT issues in prisons straddles *Practice* and *Peripheries*.

Institutional Collaborations
The **Institute for Social Sciences Research (ISSR)** is a cross-School initiative established in 2016 spanning four academic Schools (ESW, Social Sciences, Business and Health Sciences). In accordance with the excellence agenda, it promotes **impactful** research which is increasingly interdisciplinary in nature, with UoA20 most involved in: *Health and wellbeing*; *Social justice and social change*, and *Governance, policy and regulation*. ISSR supports projects, events and activities to identify and develop new collaborative links and expand current relationships across Schools. ISSR runs a seminar programme, which has included a number of presentations from staff within the Unit and seminars by invited external speakers. ISSR offers incubator grants for pump-priming and proof-of-concept studies to win external grant funding and supports a Global Scholars programme.

UoA20 is well represented each year at the annual ISSR research forum, which provides a platform for showcasing research and building wider internal and external academic and practitioner networks. Examples of enabling connections and support facilitated through the ISSR include the place-based collaborations of **Fernandes** and **Rodriguez** with geographers. Similarly, **Levy**'s work on the lives and experience of women with a 'looked after' child' involved educationalists, whilst **McCulloch** working with lawyers received supplementary funding for a Criminal and Community Justice Round Table.

The **Centre for Transformative Change: Educational and Life Transitions (TCELT)** is an interdisciplinary and cross-university research centre, overseen by eleven University of Dundee staff from a range of disciplines: social work (**Kelly**, **Simpson**), education, educational psychology, nursing, medicine, and humanities. TCELT provides a focal point for building a critical mass of active international researchers in the area of transformative change and transitions, particularly in the context of educational and life transitions, social justice and values/approaches and their implications for well-being. TCELT's international network has over 120 academics, professionals and policy makers from over 15 countries. It organises monthly seminars, research methods workshops, writers' retreats and a literature club. It also hosts international academics and students.

1.2 Review of research and impact strategy

1.2.1 Enhance quality of publications
We have enhanced the quality of publications from the staff and research student community through (a) a **review group** comprising staff who have experience of writing in leading journals to

support other less experienced colleagues by providing feedback using REF criteria; (b) **writing clusters** to benefit from the research themes and their synergy; (c) **workshops** to discuss strategies used by staff whose papers are recognised as world-leading and internationally excellent. Similarly, TCELT and ISSR established (d) a **monthly writers' retreat** for academics and research students to come together to work on outputs with periodic discussion of targets and issues (online since COVID-19 lockdown); to make the writing more methodologically rigorous, (e) **a monthly journal club** was established in 2015; and (f) a **new writers' group** for students and ECRs comprises support from peers as well as those more experienced. This group provides opportunities for sharing feedback on initial ideas to draft papers.

1.2.2   Increase and diversify sources of funding
To enhance the quality and ambition of our research, we focused on capturing research grant funding that supports research collaborations, impacts on societal challenges and reputation. We have engaged in building strong international and national networks with the aim of submitting collaborative, interdisciplinary bids for research funding. This has led to a significant rise in the number and value of applications; during the current REF period, grant applications rose from four applications in 2015, to 15 applications in 2019 (see Section 3).

1.2.3   Increase and enhance interdisciplinary research
The strategy to embed interdisciplinarity led to the establishment of the **Dundee Interdisciplinary and Innovation Forum (DIIF)** in 2017 to address global development issues mandated through the Global Challenges Research Fund (GCRF). The Unit has won pump-priming funding for seven interdisciplinary research projects with impact in Low and Middle Income Countries (see 3.1 and 4.2), which have built global interdisciplinary networks and collaborations. This has enabled for example ICS2 (**Rodriguez** and **Fernandes**) bringing together dentistry, community action, social work, nursing, health services and policy makers in Scotland and Brazil.

The Unit's PGR community benefits from the training and support network offered by the **Scottish Graduate School of Social Science** (ESRC Doctoral Training Partnership) – an example being **Kelly**'s co-supervision (with Health Sciences) of '*living with dementia*'. In 2019, the University created its first institutional-wide **Doctoral Academy (DA)** unifying all the specialised DTP and DTCs to enhance researcher development, including employability agendas and better support for supervisors. An early initiative illustrating the coordinating power and scaling advantages of the DA was to launch the '**100 Projects**' programme in 2019 advertising interdisciplinary doctoral projects. In its first year UoA20 generated 12 proposals resulting in three matriculations **fuelling the vitality and sustainability** of the Unit by attracting top home and international PGRs working on research topics fully aligned with staff interests.

1.2.4   Promoting impact
The Unit is highly responsive to calls for tender from government bodies and NGO service-providers for research and development activities, such as the recent report on Health and Social Care in Prisons currently under consideration by the Scottish Government (**Levy**, **Fernandes**, **Campbell**). This approach leads to greater opportunities for direct impact on policy and practice (see both ICSs). We also pursue opportunities to share research insights with professionals and policy-makers and benefit from the University's membership of the Scottish Universities Insight Institute (SUII) selecting and supporting Knowledge Exchange collaborations twice annually. We have been successful twice with these including **Fernandes**' and **Rodriguez's** work in Scotland and Brazil, which contributed to ICS2.

To encourage interdisciplinary research, development, Public Engagement and Knowledge Exchange, all staff in the unit are allocated additional time for interdisciplinary working and public engagement.

1.3 Research quality and integrity

The Unit upholds the highest standards of research integrity. This is particularly important in a School where most empirical research is with children and adults at risk. All research students must complete an online research integrity module, which will also be mandatory for new supervisors from 2021. The School has produced an online research ethics module that has direct examples based on our research contexts. We have organised training on data management incorporating open research practice, supported by the Library and Learning Centre.

We have a rigorous ethical approval procedure with a University Research Ethics Committee overseeing the work of **School Research Ethics Committees** (ESW Convenor, **Simpson**). Staff and students are provided with training as new legislation or protocols emerge, such as GDPR. In all Schools at the University, a **Research Integrity Lead** (**Smith** for ESW) has been appointed. They are responsible for promoting a culture of research integrity and provide an independent point of contact and source of impartial advice for staff and students in relation to the responsible conduct of research or potential research misconduct. The University adheres to the **Concordat to Support Research Integrity** (see REF5a).

1.4 Open research culture

Consistent with the **University's Open Research** policy, all journal articles and conference outputs are published Gold or Green open access and deposited in the institutional repository, Discovery. Going beyond these policies, books, chapters and grey literature are also made open and, where possible, assigned DOIs to aid re-use and discovery. All research staff have attended training on the principles and practices of open research and the Unit engages with Open Access Week events organised and promoted by the Library and Learning Centre. We are compliant with the **Concordat for Open Research Data** which is centrally supported with tailored storage solutions and advice underpinned by the *University's Policy to Govern the Management of Research Data*.

The School is in the process of establishing an **Open Access** *journal* geared towards research carried out by ESW staff and doctoral students. This will increase understanding in our ECR community of open research practices, including licensing and copyright.

1.5 Future plans and priorities for next REF cycle

Most of our research focuses on poor and marginalised people, including those with protected characteristics and on updating Social Work practice and education. In a post-COVID-19 society where the effects of the pandemic disproportionately impact on these groups of society, our research will continue to make important contributions to address inequalities. Our close connections with Health Sciences and other Schools will further strengthen our capabilities to address future societal challenges locally and globally.

Our strategic objective going forward is to sustain and enhance our research and impact activities by:

- Continuing to **invest in the enhancement of the capacity** of the Unit's research community;

- **Increasing the size and quantity of research grant capture** to strengthen our research themes, particularly for challenge-led interdisciplinary research with internal and external partners, nationally and internationally;
- **Contributing to the reproducibility of research** by making our datasets **more routinely open** for reuse;
- **Promoting greater resilience** to withstand changes in core staffing through strategic recruitment to more targeted areas of strength;
- Increasing the **quality and volume of our PGR community** aligned to our research themes;
- **Enhancing research impact through partnerships** with key governmental and non-governmental bodies.

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2. People

2.1 Staffing strategy and development
Our staffing strategy is central to our research strategy and focuses on investing in our existing staff and recruiting strategically to enhance the research environment of the UoA and its priorities.

2.1.1 Investment in staff
Investment in **staff development** is supported by the University's processes of the annual Objective Setting and Review (OSaR) and the Annual Research Review (T&R and independent research staff only) which identify development needs and recognise high performance to inform promotion and reward procedures. These are supportive processes where staff can discuss their career aspirations and indicate the support they consider desirable to meet their development needs to achieve their career aspirations, which are actioned by the Dean through the staff development budget. Regular professional development programmes are provided through the University's Organisational and Professional Development (OPD) programme that Unit staff at all career stages have been accessing during this REF period. The Unit invests in future leaders through participation in national programmes, such as the **Aurora** leadership development initiative for women.

Unit staff have benefitted from participation in the cross-institutional "Teaching, Research and Academic Mentoring (TRAM) Scheme". The scheme aims to pair experienced T&R academics with colleagues at earlier career stages, to provide guidance and structured support. To reward and realise potential, we have an effective programme of investment in existing staff, which involves support for staff to undertake research degrees (n=7, 2014-2020, including **Fenton** and **McCulloch**). A further three T&S staff are undertaking research degrees with a view towards transitioning to T&R. They receive mentoring as part of this process and are already active in Public Engagement and Knowledge Exchange activities.

The University's promotion routes for T&R staff are clear and transparent (REF5a). In the current REF timeframe six research-active staff have gained promotion (**Campbell** and Barron to Chair; **Fenton, McCulloch** and **Fernandez** to Reader; **Levy** to Senior Lecturer). All staff who have significant responsibility for research are allocated 30 per cent of their time for research activities. A monthly newsletter which celebrates and promotes the successes of staff and research students is circulated internally with an annual digest being shared with non-academic partners and collaborators. It enhances engagement with research and has been replicated by other Schools. Similarly, the School's annual research conference provides an opportunity for the sharing of

research and scholarship and has raised the profile of research across the School and wider University community.

2.1.2 Recruitment strategy

Our staffing strategy has seen a significant change in the expectations surrounding recruitment. All recent appointments are to T&R contracts with a particular focus on recruiting internationally established research leaders: the professorial appointment of **Smith,** Senior Lecturers (**Campbell** and **Mladenov**) and **Maycock** as Lecturer. Appointees are expected to have a PhD or be nearing the completion of a doctorate, and to have or be working towards outputs and related research activity. Appointees must demonstrate alignment of their work with one of the Unit's research themes.

2.1.3 Development opportunities

Our approach to development is sustained by *The Concordat to Support the Career Development of Researchers*. Induction to the School's research culture and systems is provided to all new staff. ISSR, the GCSHS, the University's OPD programme and other Professional Services Directorates deliver a wide range of events, workshops and short courses mapped to Vitae's Researcher Development Framework, which are well attended by UoA research students and staff.

ECR development is nurtured and promoted through mentoring and opportunities for co-writing outputs (**Daly** with **Simpson** and **Smith**), preparation of grant applications and co-supervising research students (**Daly**). Where they are probationary lecturers (**Daly**, **Maycock**), ECRs have additional protected time in their workloads for development. The UoA's new writers' group and the new Open Access journal are targeted particularly at these staff.

Research student supervision also provides the opportunity for professional development. Supervisory teams of two often link an experienced supervisor and an ECR to provide 'apprentice training' for ECRs' academic development. This developmental aspect is strengthened through mandatory staff training sessions. The supervisors may come from different disciplinary backgrounds, depending on the research topic and approach.

Staff and students are regularly funded to present at national and international conferences. Since 2014, ESW staff have been funded to attend and present at a total of 255, and research students at 22, national and international conferences, including a strong presence at the conference of the European Association of Schools of Social Work and the European Conference of Social Work Research.

2.2 Equality, Diversity and Inclusion (EDI)

The UoA has benefited from the School's strong commitment to equality, diversity and inclusion, in consonance with the institution's EDI policies. It has appointed an EDI officer (**Levy**) to champion the implementation of EDI policies and to engage with staff, students, student union representatives and professional services to ensure that the Equality Act (2010) is followed, and that inclusion and diversity are embedded within the working culture of the School. EDI is a standing agenda item at RKEC and School Board meetings to ensure that all research and research-related matters are considered in that context. Athena SWAN champions are present on all committees including the Senior Executive Group.

The School received its first Athena SWAN Bronze Award in 2018 (led by **Levy**). Specific support needs for staff who are part-time, returning from career breaks, with declared disabilities or other protected characteristics are addressed through the OSaR process. All staff complete four

mandatory ED&I online modules: Diversity in the workplace; Disability; Stress in the workplace and A Manager's Guide to Stress. Staff involved in recruitment also undergo an additional module on Recruitment and selection.

The Unit implements the University's suite of Work-Life Balance policies and supports flexible working, including home-working, the accommodation of childcare needs and adjustments for those with protected characteristics. The School has flexible working patterns for research and academic staff. These policies have been applied and enhanced in response to the restrictions imposed by COVID-19.

Much of the work of our staff and research students relates to marginalised groups and people with protected characteristics. We particularly encourage research degree applications on these topics and from people statistically under-represented. The profile of our completing students highlights the international nature of our work, with students from Finland, Indonesia, Ireland, Libya, Malaysia, Nigeria, Pakistan and Saudi Arabia. We have also had one Gypsy Traveller graduate. Nine completers were female and eleven male. Most of the students (seven) were in the 31-40 age range, five in 41-50, four were over 50 and the remainder younger than 31. None of these students declared a disability, although we have since matriculated several students who have.

The gender balance of the Unit staff on the REF 2021 census date was 6:6. The age profile was five aged 40-49, seven aged 50-59 and one over 60. Two staff members declared a disability and three identified as BME. The Unit's output submission matches the staff profile in relation to gender, age and protected characteristics. All Category A staff are on permanent contracts; there were two early career researchers on the census date.

2.3 Rich learning environment for staff, research students and visiting scholars

2.3.1 Doctoral students
Our interdisciplinary approach is reflected in the UoA's vibrant research student community. Supervisory teams frequently combine academics from different areas of the School and across the University to reflect the needs of students, build interdisciplinarity and share knowledge between supervisors. Many of the projects being supervised by Social Work staff are in areas of education as it relates, for instance, to disability (inclusive education in Palestine), social exclusion and professional ethics (care and compassion in nurse education). UoA staff are part of supervisory teams in Design, Social Sciences, Health Sciences.

All students have regular review meetings with a **Thesis Monitoring Committee** – twice annually for full-time students – of two academic staff (not their supervisors) to get feedback on their progress, quality of supervision and resource needs. This Committee also meets to assess students' readiness to move onto research student registration (Upgrade Review).

The University offers Higher Education Scholarships Palestine (HESPAL) to academics as well as discounted doctorates to staff from An-Najah University (Palestine). Some of the HESPAL Masters students undertake research degrees with us. **Simpson** currently supervises a HESPAL research student. The University offers six Humanitarian Scholarships to any refugee applicants on taught postgraduate programmes and one for PhD.

On 31st July 2020 there were 28 PGR, reflecting a rise in annual intake from one to eight between 2014 and 2018. This growth translates to an increased number of completions from 2017/18 onwards (see Table 1). Given the relatively high proportion of PGR studying part-time, and

therefore taking longer to complete, we expect to maintain this upward trajectory for several years as completions catch up with increased intake. This achievement has been enabled by our strategy of investing in staff achieving doctorates coupled with our recruitment strategy of appointing only staff with or near completion of their PhD, which substantially expanded our supervisory capacity. We have more proactively used the School web pages to recruit applicants more directly linked to our priority areas.

Table 1: Research degree completions

	2014	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**Total**
PhDs	2	0	2	0	3	2	1	10
Prof Docs	3	0	0	1	1	1	4	10
Total	**5**	**0**	**2**	**1**	**4**	**3**	**5**	**20**

The Unit has been central to the University's creation of a Doctoral Academy, with **Smith** taking an active role in its development, which has led to a step-change in opportunities and support provided to all research students, including staff-students. **Kelly** and **Simpson** were key to the development of a new University-wide professional doctorate (Programme Director, **Levy**), which emerged from the Unit/ESW professional doctorate. This is a part-time modular programme aimed at busy professionals which enables them to apply their learning to a variety of fields, including social work, education and healthcare. The Unit has had an intake of three new students in each of the first two years.

All of the submitted staff, with the exception of **Maycock**, our most recent appointment, are experienced principal PGR supervisors, qualification for which involves supervising in a secondary capacity of at least one student to completion, and completion of University training on supervision, research ethics and integrity. There are ongoing supervisor development days, e.g. four development days were organised in the past year.

Doctoral alumni indicate that the programme and development activities improve employability and enhance their promotion prospects. They undertake research to improve their own practice as well as enhancing practice and policy at national levels. Their development includes providing abundant opportunities to engage with an academic and professional community; debate and critique their and others' research ideas and collaborate with staff with national/international research profiles. To this end, there is a monthly **Research Students' Forum**, where students present and discuss their work with peers and supervisors. We provide regular Research Methods Seminars and workshops via ESW, TCELT and ISSR. We have actively participated in summer schools, including an ESRC Advanced Research Day, which was attended by 60 students from across Scotland, giving them an opportunity to learn advanced skills in research methods.

2.3.2 *Visiting academics and students*

To enrich our research environment and international impact, we have hosted a number of national and international academics, research students from other institutions and short-term postdoctoral researchers. During the REF period, this included academics, postdoctoral researchers and students from Brazil, Netherlands, Denmark, Nepal, Pakistan, Sweden, Norway. Visits from Brazilian academics have been particularly frequent – linked to the work of **Rodriguez** and **Fernandes** – a colleague from Pontifical Catholic University of Rio de Janeiro and two from the Oswaldo Cruz Foundation visited for seven-month periods. We hosted a visiting professor from the Federal University of Ceará for three months, all funded by CAPES/Brazilian Government Research Agency. **Fernandes** also hosted a post-doctoral researcher from Pakistan for nine

months. **Kelly** supervised two visiting scholars from Pakistan, for six and three months respectively. **Smith** hosted a visitor scholar from Aarhus University for two months. Numerous others have visited for periods of under one month.

2.4 Construction of REF submission

In preparing its submission, the Unit's Planning Group was guided by the University's REF 2021 Code of Practice, which framed our decision-making process in the context of the principles of equality, diversity and inclusion. The Planning Group made its decisions on outputs and attributions in a manner that aimed to maximise the overall quality profile for the submission, based on a thorough process of internal and external evaluation. All staff were invited to propose potential Impact Case Studies through a series of impact workshops. The submitted Impact Case Studies reflect the Planning Group's view of the strongest demonstrable research impacts which emanated from the unit in the reporting period. All members of the Planning Group completed mandatory unconscious bias training prior to the decision-making process.

3. Income, infrastructure and facilities

3.1 Income

To achieve our research strategy, we have focused on attracting research income which supports collaborative research and impact and seeks to provide the infrastructure to enable our staff and research students to flourish.

The Unit's total research income for the period was around £2.6m, the bulk of which (£2.3m) supported our collaborative partnership with a local charity working with people with profound and multiple learning disabilities, which had links to the, now closed, White Top Research Unit, led by Hogg. Other notable successes include a Scottish Government grant for £109k (Barron) – trauma recovery across Scotland's secure estate; research and consultancy awards from the Scottish Social Services Council – review of social work education in Scotland, integrated learning and a study of newly qualified social workers (**McCulloch** in collaborations variously with colleagues from Edinburgh and Glasgow Caledonian Universities: £127.4k); Scottish Government – What the public think of Scottish Social Services (**McCulloch**: £30k); the Oswaldo Cruz Foundation – an international comparison of health systems (**Fernandes**: £4.2k); Barrow Cadbury Trust – LGBT issues in UK prisons (**Fernandes**: £30k); Artlink – agency and profound and multiple learning disability (**Levy**: £7.5k); Medical Research Council – Co-I award health care in prisons (**Fernandes**: £10.1k); Scottish Government – measuring justice (**McCulloch**: £3.4k); Scottish Institute for Policing Research – joint interviewing between police and social workers (£10.9k). Grant applications reflect and reinforce our commitment to EDI issues in research and contribute to our Athena SWAN status, with a good balance in gender, age, disability, years of academic experience and nationality of PIs and CIs.

The grants have been spread between types of funders – five from government bodies, three from charities and one from research councils. One of our key priorities in the past year has been to pursue more ambitious awards and to improve the quality of our submissions at this level. We are encouraged by the increased application activity and ambition in this direction over the past year with several funding applications above £100k being submitted.

In addition to research income, the Unit has almost £36k in consultancy and knowledge exchange income, and £56k in University-run funding competitions for GCRF pump-priming funding which supports seven projects: protection and promotion of the human rights of LGBT+ people in prison: dialogues between Brazil and India (**Fernandes**, two awards); Right to Health Care in Prison

(**Fernandes**); mental health, social work education and biodiversity in Nepal (**Smith**); Oral health, health and psychosocial needs of homeless youth in Brazil (**Rodriguez**, see ICS2); Ensuring water security and decentralised basic sanitation through innovative technologies in the Eastern Amazon Region (Jupp Kina) and 2nd Latin American Symposium on Climate Change Adaptation, Peru (Jupp Kina). This enabled **Fernandes** to win (with Stirling University) an MRC funded project on health care in prisons (total award value £165,527) and established global networks for the Unit's future GCRF-related research.

3.2 Infrastructure and facilities

We have benefited from the University's substantial investments in creating spaces for research interactions; coaching and mentoring programmes. As part of the University's engagement strategy, we are signatories to the Concordat on Public Engagement and in 2020 were awarded an institutional **Gold Engage Watermark from the National Coordinating Centre for Public Engagement**. This is supported for the School by two Impact Champions who help researchers develop pathways to impact for their work.

The UoA is supported by the School's Associate Dean Research who leads on research strategy and engages with the University research strategy via the University Research and Knowledge Exchange Committee and School strategy with the School Executive. The ADR is supported by the Research Integrity Lead, Impact Champions, and Director of Doctoral Studies.

The School Research Office supports research through the organisation and administration of research activities of the thematic groups; funding opportunities through weekly alerts from RESEARCHConnect, which the University subscribes to; and governance processes (e.g., research ethics approval and research integrity) and the Research newsletter.

To achieve our research income ambitions, we have been supporting our staff with intensive grant writing sessions, including direct support to applicants. We have research funding proposal development support provided by the University Research and Innovation Services (RIS), including for EU, UKRI, GCRF and other larger opportunities. Facilitation of collaboration, including, on challenge-led funding opportunities, is supported by the University-wide Dundee Interdisciplinary and Innovation Forum (DIIF).

Research-active staff receive support from the inception of the idea to reviewing draft applications as non-subject specialists. Write it Right workshops support particularly ECRs with their grant writing skills.

Doctoral students have access to dedicated study space, social areas, online/in-person library facilities, software required for their particular research and relevant equipment (cameras, digital recorders, etc.). The students are based in the same building as the academic staff to enhance their academic and social integration. Further, there is a Global Room which is available to all research students and their families across the University. Cultural events are hosted to ensure that all students feel valued.

State-of-the-art video-conferencing facilities allow us to make all our research and student social activities inclusive for our research students who are at a distance as well as opening some of these up to students and academics from other national and international locations.

Since the start of COVID-19, a specific Microsoft Teams group was set up for the research students with fortnightly online social networking sessions and staff regularly communicating with

the students to ensure their health and well-being. Further, all research seminars and writers' retreat sessions became online in order that research students could maintain contact with staff and peers. Students were provided with resources to support the continuation of their research online (e.g. online data collection) and their supervisors and the Director of Doctoral Studies made them aware of flexibility in their timeline due to the impact of the pandemic. The School's ongoing research on international and home research students' and their families' transitions feeds into our research student support.

PGRs are also supported by Dundee University Student's Association whose work in promoting the health and well-being of students has been recognised in numerous other awards. Student Services created two in-depth resources (Learn Smart and Live Smart) to support students with academia and mental health. Research Student Representatives have a standing agenda item on the Research and Knowledge Exchange Committees to raise any matters and provide feedback, along with representation through the ESW Student Forum. They are also supported by the Research Student Development Officer from OPD and have confidential access to Disability Services and Counselling along with prayer spaces and breast-feeding facilities.

The Library and Learning Centre play a crucial role in supporting staff and research students – research-specific training; data management and processing, inclusive of systems such as ORCID, OA, CCL *et alia*. The institutional public repository, **Discovery**, collates all research data and enables staff to control their research profile including their outputs, awards, impact and research activities. Discovery links and synchronises with ORCID, for which all staff have IDs. There has been ongoing training related to its use for new staff and research students. University-level improvements have also seen the recent introduction of sector-leading systems for tracking research from initial ideas through to impact collection. We are organising training for staff and students on the use and benefits of the new technology.

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4. Collaboration and contribution to the research base, economy and society

Our research aligns with the University's mission of transforming lives locally and globally. All of our research activities link, proximally or distally, to this end. The Unit's strategy emphasises impactful, collaborative engagement with our various publics – policy makers and the professional community, service users and marginalised groups, and our academic communities.

4.1 Collaborations with and contributions to professional community

4.1.1 Policy and practice
The three main routes to the Unit's impact on the professional community are in policy development, the enhancement of practice and professional education.

McCulloch's work has been instrumental in policy development and the enhancement of social work education through the establishment of a new national social work education partnership – as HEI lead – of universities, employers and the Scottish Government (ICS1). This has resulted in significant changes to the *Framework for Social Work Education in Scotland*, as well as to reconfiguration of the partnership links between local authorities and HEIs. **McCulloch's** expertise continues to be recognised in her ongoing membership of the working group for the Scottish Government's 'Profile of Social Workers: Future Strategy', aimed at raising the profile of social work in Scotland. Similarly, the work of **Rodriguez** and **Fernandes** is informing the professional education of community workers, dentists, nurses and social workers in numerous HEIs in

Scotland and Brazil, whilst **Rodriguez** has been a key expert in the development of homelessness policy at the Scottish Government (ICS2).

Our work in partnership with PAMIS (Promoting a More Inclusive Society) contributed to the hugely influential Changing Places campaign – now an independent charity – for accessible toilets. Most recently this has led to a consultation in 2019 by the Ministry of Housing, Communities and Local Government on proposals to have a Changing Places toilet in all new or refurbished large public buildings in England. Hogg's work (4* ICS REF 2014), on Scotland's legal framework for adults at risk of harm, continues to inform the Scottish legal system in this area. Barron's internationally excellent work on trauma (also 4* ICS REF 2014) forms the basis for childcare policy in several units in Scotland's secure estate. These examples highlight that our research has significant long-term impact and builds our reputation and relationships with government policy-makers to influence future policy and practice change.

To enhance professional practice and policy with our research, the School established an academic and professional forum, *Talking Social Work (TSW)*, in 2018. *TSW* comprises evening meetings open to anyone with an interest in social work, to promote and support the exchange and sharing of ideas and knowledge and to facilitate learning across the academy and practice. It shares and disseminates research and encourages the use of research in everyday practice. It has provided the opportunity to discuss and debate professional social work matters and supported the development of social work knowledge with a view to promoting the voice of social work in developing practice and influencing policy at a local and national level. The forum meets quarterly, with 60 to 70 academics, practitioners and students regularly attending. Issues discussed have included the relevance of social work in the 21st Century; risk, relationships and professional judgment; the role of values in social work; what is professional social work?; and the role of love in social work practice. Invitation to *TSW* is spread widely throughout our partnership areas – Angus, Dundee, Perth & Kinross and Fife.

In 2019, ESW hosted the annual conference of the *International Association for Community Development (IACD)*. The conference provided an example of excellent practice in bringing together and facilitating collaboration among practitioners, academics, policy makers, funders and other stakeholders from around the world to share perspectives on current contexts and challenges for community work. In all, around 500 delegates attended, with around 300 from overseas.

4.2 Service users and marginalised groups
We note just a few key examples of how we have worked alongside service users and marginalised groups to produce new knowledge and meaningful change. Our GCRF-related activities (see 3.2) have been highly successful in linking our expertise to issues of high impact and local relevance – notably water security, homelessness (ICS2), and health and the rights of people in custody, particularly those in the LGBT community.

For the past two decades the Unit has engaged with our Carer and User Group – service users and carers with direct experience of social work services who inform and participate in our social work programmes – producing a number of co-authored journal articles and conference papers (**Levy**), as well as supporting them to give conference papers themselves. **Levy** carried out two funded projects looking at arts and health (ArtLink) and with the Paragon Ensemble, a charitable organisation dedicated to inclusive music and arts for children with autism.

Rodriguez and **Fernandes** led a project, funded by SUII, to co-produce an international event and associated video on youth homelessness with young people, service providers and academics,

subtitled in English, Portuguese and Spanish (see ICS2). **Simpson's** work on the history of learning disability resulted in his involvement in a project on the History of Strathmartine Learning Disability Hospital, a co-produced project with former patients that created a website with video stories.

4.3 Impact on the research base

4.3.1   *Recognition and academic esteem*
Members of the Unit have delivered over thirty keynote addresses to major international and national conferences, including, **Campbell** (The Violence of Technicism: Ableism as Humiliation and Degrading Treatment, UCL; Argument in Support of Studies in Ableism, Manchester Metropolitan University); **Fernandes** (Dialogues on Public Security; II Seminário Internacional Justiça Restaurativa, Rio de Janeiro); **Mladenov** (Barriers to independent living in Europe, Barcelona; Social model of disability, independent living and the concept of "care", Plovdiv University, Bulgaria); **Smith** (Invited keynote at Prato, Italy, conference on working with involuntary clients; Scottish Through Care and Aftercare Conference, Stirling; Invited speaker 'From Savile to Sex Gangs' ESRC Festival of Ideas, University of Huddersfield).

Campbell writes extensively on issues related to disability – philosophy & sociology of ableism, disability in Sri Lanka, law, biotechnology and is recognised as a world leader in studies in ableism. Her work has been influential across the UK and European research community with seminars and workshops hosted by institutions across the continent to discuss her work.

Levy has developed innovative applications of queer theory to learning disability in addition to her work at the forefront of the use of arts in disability and social work – including a chapter in an international handbook on the arts in social work. **Mladenov** brings with him a growing international reputation as an emerging scholar in disability with works relating to neo-liberalism, the independent living movement and philosophy. **Simpson** continues his innovative studies on the conceptual history of intellectual disability. More recently, his work has broadened to look at the functioning of disability in cinema – he has a commission for a book on the subject with Routledge and is founding co-editor – with Alison Wilde – of a new book series with Peter Lang publishers, *Media, disability, culture*.

Fenton's international reputation as a researcher challenging the place of social work in the context of neoliberalism and austerity continues to grow. Her work, whether aimed primarily at students or the academic community, has positioned her as a key dissonant voice in radical social work. This has been recognised in several invited keynote presentations at international conferences.

Fernandes maintains his global activities, with strong research partnerships in Brazil, India, South Africa and Switzerland, engaging primarily with the field of human rights in the context of community development, LGBT in prison populations and mega-sporting events. This has been explored in Brazilian favelas, and most recently, with marginalised groups in Scotland. His work investigates the role of stigmatisation and penalisation of the poor and the reinforcement of urban marginality; mechanisms of socio-symbolic denigration and spatial containment of groups considered to be threatening and undesirable. His work substantially contributed to ICS2 along with **Rodriguez**, who has herself established an outstanding profile nationally and internationally as an emerging scholar in homelessness.

Smith brings a strong, internationally leading background in residential childcare, reinvigorating Dundee's reputation in this area. More broadly, he has co-edited the standard textbook on Scottish social work. His research interests lie in the areas of care and upbringing, social pedagogy, social work ethics, theorising social work and on the nature of practice. He is developing international work around social and indigenous models of social work education in Nepal and Nigeria. He has a particular interest in historical abuse in residential childcare and has a contract with Routledge to publish an innovative book on the experiences of adults brought up in a residential school in the 1980s.

Staff expertise has also been recognised in invitations to review for various funding bodies: **Kelly** (Carnegie Trust, Alzheimer's Society, NIHR); **McCulloch** (Social Work Scotland); **Mladenov** (Social Sciences and Humanities Research Council of Canada); **Simpson** (ESRC); **Smith** (ESRC, Commonwealth Fund Scholarships, Austrian Science Fund, Welsh Social Care Research Grants).

4.3.2   Contributions to the academic community
Levy and **Smith,** in conjunction with Manchester Metropolitan University, received funding of £20k from the British Academy, for capacity building in African research organisations by writing workshops delivered at the University of Nigeria. These were aimed at building academic capacity at that institution and developing new partnerships.

Members of the Unit have made a substantial contribution to the academic community, acting as editors, reviewers and through professional memberships. Editorships include: **Fenton (***Social Work Education***);** **Ingram** (*Social Work Education*); **Kelly** (*Groupwork*); **Simpson** (*Disability, media, culture*, book series, Peter Lang Publishers); **Smith** (*cyc-online* <cyc-net.org>, editor special issues Ethics and SW and International Journal Soc Pedagogy).

Eight members sit on editorial boards for key journals in social work (including the *BJSW* and *Ethics and Social Welfare);* disability (including *Disability & Society*, *Journal of Literary and Cultural Disability Studies, ALTER, European Journal of Disability Research*) and other relevant journals (such as the *Bulletin of Latin American Research*).

In total, staff have reviewed for over fifty journals, including major journals in social work, criminology and disability. Furthermore, our expertise has been acknowledged in peer review requests for journals in geography, law, psychiatry, education, sociology and health care. This work reflects our strategic priorities as well as our general contribution to our wider academic fields.

All of the submitted staff are active members of academic and professional bodies. This has included chairing and co-chairing of a number of notable bodies: the Association of Professors of Social Work (**Kelly**), Scottish Heads of Social Work Education (**McCulloch**), Sutherland Trust (**Daly**), Scottish Advisory Panel for Offender Rehabilitation (**McCulloch**), Edinburgh L'Arche (**Smith**). Through these activities and other memberships, staff enhance the professional and academic field and stay abreast of key developments and issues.

4.4 Public Engagement and Knowledge Exchange

4.4.1   Public engagement
The Unit has organised various events engaging with services users, professionals and the general public, including high-profile international events such as an international conference in 2017 (Promoting Inclusion, Transforming Lives) on transitions and inclusion in partnership with

PAMIS. This event was attended by over 200 delegates from a range of countries, professions and sectors, including families of people with profound and multiple disabilities. Other notable examples include **Fernandes** (New Routes of Discovery: Photography Exhibition); Creating Spaces for Change, and Designing socially just institutions for 18-25 year olds in conflict with the law, both SUII supported (**McCulloch and Smith**).

4.4.2 Organisation of seminars and conferences

Many other engagement events have been organised over the past seven years. **Kelly** was Joint Chair of the Joint Social Work Education Conference, 2010-15; Jupp Kina co-organised the World Community Development Conference (2019). Numerous seminars were organised around aspects of disability (for example, studies in ableism, **Campbell;** austerity, **Levy**; independent living and personal assistance, **Mladenov**; disability and film, **Simpson**), including as part of Disability History Month (**Campbell**) and a screening of the film *Resistance* on Holocaust Memorial Day 2020 (**Simpson**).

Smith organised a conference on Social Welfare in Scotland, sponsored by *Ethics and Social Welfare*. We also hosted the annual conference of the Collaborate Action Research Network in 2020. **Fenton** and a group of social work students organised the first Scottish event of the Social Work Action Network.

4.4.3 Other indicators of esteem

In recognition of their expertise, members of the Unit are members of national and international policy forums as recognised subject experts. In addition to those mentioned: **Fernandes** (Observatory of Favelas as Honorary Director), **Kelly** (Board Member, Tayside Academic Health Science Partnership), **McCulloch** (Chief Social Work Officer national meetings; National Strategy for Community Justice Steering Group; National Strategy for Community Justice Implementation Group; Social Work Services Strategic Forum, Scottish Government), **Mladenov** (Advisory Board of the 'Taking Disability Rights Seriously' project implemented in 2017-2018 by the Centre for Independent Living – Sofia, Bulgaria), **Smith** (SSSC Advanced Practice in SW working group). **Campbell** gave evidence to the Royal Commission into Violence Towards People with Disabilities in Australia in 2019.

REF 2021 finds Dundee's UoA20 thriving and growing with scholars of international standing in disability studies within our Peripheries research theme and academics bringing innovative approaches to social work education and practice. We are able to celebrate impactful research at home and around the globe. The Unit is building capacity through its recruitment and development strategies and contributing to capacity building in the discipline through the expansion of research student intake and our GCRF links with HEIs around the world.